



# Brisbane Evidence-Based Language Test

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Clinician: \_\_\_\_\_

Date: \_\_\_\_\_

Patient Name: \_\_\_\_\_

Address: \_\_\_\_\_

ID: \_\_\_\_\_

## High Level Test

### Subtests:

- **Auditory Comprehension**
- **Verbal Expression**
- **Reading**
- **Writing**



# Results Summary

SUBTEST SCORE	SCORE	COMMENTS	TOTAL
<b>AUDITORY COMPREHENSION</b>			
1. Following Verbal Commands	/6		
2. Odd-one-out	/2		
3. Complex Questions	/6	(4) Self-reported difficulty? (Yes/No)	
5. Synonyms	/2		/16
<b>VERBAL EXPRESSION</b>			
6. Personal / Orientation Questions	/6		
7. Verbal Fluency – Animals	/45		
7. Verbal Fluency – F words	/35		
8. Picture Description	/16	(9) Self-reported difficulty? (Yes/No)	
10. Word Definitions	/4		
11. Similarities and Differences	/2		
12. Proverbs	/3		/111
<b>READING</b>			
13. Sums	/2		
14. Reading Aloud	/1		
15. Medicine Label	/3		
16. High Level Sentence Comp	/2		
18. Delayed Recall	/21	(17) Self-reported difficulty? (Yes/No)	
19. Inference	/1		/30
<b>WRITING</b>			
20. Writing to Dictation	/4		
21. Written Naming – Object	/1		
22. Written Naming – Gesture	/1		
23. Sentence Construction	/13	(24) Self-reported difficulty? (Yes/No)	/19
<b>Total High Level Brisbane EBLT Score</b>			<b>/176</b>



# Auditory Comprehension

## Presence of Impairment

Hearing impairment (*mild / moderate / profound*)

Presence of hearing aids  Left  Right

Impacting on test performance?  Yes  No

### Presence of cognitive impairment?

Yes  No

### Nature of impairment:

Premorbid Cognitive impairment:

Yes  No

New Cognitive impairment:

Yes  No

Impacting on test performance?

Yes  No  Sometimes

## 1 FOLLOWING VERBAL COMMANDS

**'I'd like you to do what I say. If I say 'wave' you then...'** [WAVE to demonstrate]. If required gently assist patient to lift arm and wave. **'Now your turn. I want you to...Smile.'** (All components must be correct to achieve score)

**CAN REPEAT COMMAND AGAIN ONCE** However ask patient to RE-START their response from beginning.

**'These commands now get longer. Please wait until I've finished before you respond.'**

NOTE - Score patient normally even if patient starts responding before you finish speaking (do not penalise)

### 2 Stage

**Touch your nose then point to the floor**

(can use the same or different hands, though must complete in this order)

\_\_\_/1

**Point to me while shaking your head**

(both actions must be completed together)

\_\_\_/1

\_\_\_/2

### 3 Stage

**Point to your eyes, your nose and then your mouth**

(pointing to single eye for 'eyes' acceptable)

\_\_\_/1

**Scratch your head and then point to the ceiling with your eyes closed**

(eyes closed during whole task = mark correct)

\_\_\_/1

\_\_\_/2

### 4 Stage

**Touch your ear, your shoulder, your nose and then point to your chin with your thumb**

(must be in this order)

\_\_\_/1

**Before you scratch your head, touch your ear, your shoulder and then your nose**

Touch ear shoulder then nose then scratch head (must be in this order)

\_\_\_/1

\_\_\_/2

NOTE: 'touch' only refers to first item 'ear', patient may point/indicate shoulder or nose = correct. SCORING: Score target modality only (Ignore unrelated vocalisations). However, inclusion of unrelated gestural responses (purposeful actions) = mark incorrect. (e.g. 'Point to the ceiling' = patient pointed to ceiling and floor = incorrect).

**TOTAL** \_\_\_/6

## 2 ODD ONE OUT

**'Tell me which of these words is the odd one out or doesn't belong.'** [Wait for response, then ask]

**'Why?'** [Ask 'why' even for incorrect answers]

(patient can verbally respond or write response = correct)

**GIGGLE, BLUSH, LAUGH, CHUCKLE**

Blush

\_\_\_/1

**'Why?'**

If patient is unable to verbally respond hold up 4 fingers and point to each finger as you say the 4 stimulus words. Patient can then point to appropriate finger as response (2<sup>nd</sup> finger = correct).

Happy/ laughter vs. shy/ embarrassment (or)

Noise vs. noiseless (or)

Mouth vs. not mouth (or)

Involves movement vs. no movement

\_\_\_/1

\_\_\_/2

NOTE: Giving one component e.g. 'the rest are happy' = correct response. If patient says "others are all the same" say "Why?"

## 3 COMPLEX QUESTIONS

**'Answer these questions.'**

(patient can verbally respond or write response = correct)

**I had a coffee and then washed my hair AFTER I spoke to Michael. What did I do second?** Patient can think out aloud. Score final response.

Had a coffee (or)

[Had a coffee and washed my hair]

(washed my hair' = incorrect)

\_\_\_/1

Repeat these words in alphabetical order: <b>TIGER, RED, BUTTER, ASTRONAUT, GLOBE</b> <i>(Speak slowly and clearly - No repetitions allowed)</i>	ASTRONAUT	BUTTER	GLOBE	RED	TIGER		___/5
							___/6

SCORING: recalling 1 word only = 0 score. Score 1 for each word recalled in alphabetical order e.g. 'Globe, Butter, Astronaut, Red' = 2 (1 x 'Butter' and 1 x 'Red'). Don't penalise for word omissions/ substitutions/additional words.

4 SELF REPORT	
<b>'Do you think these last few questions are harder for you now since you have had your stroke?'</b>	
Self-Report	Tick response: <i>(patient can nod/shake head/gesture/write in response)</i> <input type="checkbox"/> 'YES' I found them harder now than would have previously <input type="checkbox"/> 'NO', no change <input type="checkbox"/> 'UNSURE', 'I don't know'

5 SYNONYM GENERATION	
<b>'What is ONE WORD that means the same as...surprised or shocked?'</b> <i>(give BOTH words as example)</i> <i>Patient is able to reason and think out loud. Only score their final response. Patient can write or say response = correct.</i>	
<b>'Surprised or shocked'</b>	startled      staggered      floored      astounded amazed      dumbfounded      flabbergasted      dazed astonished      stupefied      stunned      aghast ___/1
<b>'Wealthy or rich'</b>	comfortable      prosperous      moneyed      flush affluent      loaded      opulent      well-off ___/1      ___/2

Answer MUST be a single word ADJECTIVE (e.g. 'millionaire'/'in the money' = incorrect). Only one synonym answer required per question. Scoring - Surprised or Shocked: Words containing a strong negative element (e.g. frightened, alarmed = incorrect)



Presence of Expressive Impairment	Impacting on performance:
<input type="checkbox"/> Dysarthria <i>(mild / mod / severe)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
<input type="checkbox"/> Verbal dyspraxia <i>(mild / mod / severe)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
<input type="checkbox"/> Other condition <i>(e.g. dysphonia)</i> _____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes

6 PERSONAL/ ORIENTATION QUESTIONS	
Tell me, what is your name?	As listed in medical chart <i>First name scored only. Accept appropriate alternative e.g. 'Bob'</i> ___/1
What is your address? <i>(if patient has recently moved accept either new or old address)</i>	As listed in medical chart <i>Must include all basic elements of address as included in medical chart. Does not need: city or post/ZIP code.</i> ___/1
What is your date of birth?	D, M, Y (any order) ___/1
What month is it now?	Current month ___/1
Who is your next of kin, or your closest relative?	As listed in medical chart/as per family report ___/1
If you needed to call an ambulance (or paramedic) what number would you call?	Emergency number ___/1 ___/6

7 VERBAL FLUENCY	
<b>'I want you to think of items that are similar.'</b> <span style="float: right;"><i>Score 1 point for each correct response.</i></span>	
Name as many different animals as you can in 1 minute	/45

'Animal' definition: Any multicellular organism including vertebrates (mammals, birds, reptiles, fish), molluscs (clams, oysters, snails) arthropods (insects) annelids (leeches), sponges and jellyfish (excl: bacteria, plants, algae, fungi, viruses). SCORING: Must be different animal species e.g. 'brown cow' and 'white cow' = 1 score. However, 'brown snake' and 'tree snake' = 2 different species = 2 scores. Award score for most specific category only e.g. 'dogs', 'spaniel', 'cocker spaniel' and 'springer spaniel' score most specific responses only: 'cocker spaniel' and 'springer spaniel' = 2 scores.

Name as many words starting with the letter 'F' as you can in 1 minute		/35
<small>SCORING F WORDS: Must be real English words. 'Fast', 'faster' and 'fastest' = 3 scores. Proper nouns acceptable. Hyphenated words or multiple-word responses e.g. 'fire engine' = score first word only. E.g. 'fire engine' and 'fire hydrant' score 'fire' only = 1 score.</small>		

**8 GIVE STIMULUS SLIDE 1 PICTURE DESCRIPTION: COOKIE THEFT PICTURE** (Goodglass, Kaplan & Barresi, 2001)

[NOTE – COOKIE THEFT PICTURE IS NOT INCLUDED IN TEST FORM. CLINICIANS TO OBTAIN OWN COPY]

**'Look at this picture, it tells a story. Tell me what you see. Use full sentences. Please speak slowly and clearly.'**

<input type="checkbox"/> BOY/brother (he) (TWO CHILDREN)	<input type="checkbox"/> GIRL/sister (she)	<input type="checkbox"/> WOMAN/mother/lady (she)	<input type="checkbox"/> KITCHEN
<input type="checkbox"/> TRYING TO GET/ stealing	<input type="checkbox"/> WANTS COOKIE	<input type="checkbox"/> WASHING UP/ drying	<input type="checkbox"/> WATER/ SINK OVERFLOWING/ spilling water
<input type="checkbox"/> COOKIES FROM JAR/ cookie	<input type="checkbox"/> REACHING UP/getting	<input type="checkbox"/> DAYDREAMING/ ignoring	<input type="checkbox"/> TAP LEFT ON
<input type="checkbox"/> ON STOOL	<input type="checkbox"/> SAYING 'shh'/ smiling	<input type="checkbox"/> WINDOW	TOTAL ___/16
<input type="checkbox"/> ABOUT TO FALL			

SCORING: Tick the appropriate boxes the patient refers to. There is no need to transcribe the response. Scoring = single word responses = 1 score for each correct word. NOTE: He/ she must be used in a phrase/ sentence to obtain a score. (e.g. He's on the stool = score 2 ('he' = 1 and 'stool' = 1) (scoring system adapted from Yorkston & Beukelman, 1980)

**9 SELF REPORT**

<b>'Did you find that task difficult? Did you feel you had any difficulty thinking of the right words to describe the picture?'</b> <input type="checkbox"/> 'YES, some difficulty' <input type="checkbox"/> 'NO, no problem' <input type="checkbox"/> 'UNSURE'	<b>If 'YES', ask: 'Is that difficulty new since your stroke?'</b> <input type="checkbox"/> 'YES'      If 'YES', specify nature of difficulty: <input type="checkbox"/> 'NO' <input type="checkbox"/> 'UNSURE'
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**10 WORD DEFINITIONS**

**'Tell me what these words mean. Explain the word as fully as you can. Tell me, what is a SCHOOL?'**

Score 1 for each point mentioned. If response relates to collective noun (e.g. 'school' of fish) clarify for the singular noun

<input type="checkbox"/> Institution/place/somewhere/where/building/organisation (AND)	___/3
<input type="checkbox"/> Learning/teaching/education/study (AND)	
<input type="checkbox"/> Children/young people/students/people/kids /(gives ages)	

**'Now, explain to me, what does the word UNUSUAL mean?'**

<input type="checkbox"/> Not habitually/typically/commonly occurring or done (e.g. out of the ordinary) (OR)	___/1
<input type="checkbox"/> Different/rare or atypical (OR)	___/4
<input type="checkbox"/> Strange/odd/abnormal (OR)	
<input type="checkbox"/> Remarkable for being <u>better</u> than others (e.g. extraordinary, unique)	

**11 SIMILARITIES AND DIFFERENCES**

**'Tell me what is similar and what is different about these things.'** Only 1 answer required for each section

**What is similar between an ELECTION BALLOT PAPER and a MENU?**

<input type="checkbox"/> Both involve reviewing options/ information	___/1
<input type="checkbox"/> Both involve making a choice/choosing	
<input type="checkbox"/> Both viewed/have words/ numbers/can have pictures/ written/printed/on paper	
<input type="checkbox"/> Both are produced in multiple copies	

<b>How are they different?</b>	
<input type="checkbox"/> One is choosing politicians/who you vote for/elect vs. foods/prices <input type="checkbox"/> One is sometimes compulsory vs. voluntary <input type="checkbox"/> One is in polling booth/ can go in box vs. restaurant/café <input type="checkbox"/> One you mark/write on vs. verbally choose/point <input type="checkbox"/> Voting is secret vs. choosing on a menu is not <input type="checkbox"/> Outcome is short in duration (food/drink consumed) vs. longer outcome (duration of power) <input type="checkbox"/> One outcome depends on others vs. dependant on you (will get what you want)	_/_1
<i>SCORING: score based on meaning (not grammatical content). Explaining one component of item e.g. 'You choose food from a menu' (inferring you do not choose food from a ballot paper) = correct. Do not penalise if patient answers in different order i.e. second question first e.g. patient first describes <u>differences</u> between items = mark the second part of the question and then go back and ask the 'What is similar...' test item.</i>	
_/_2	

**12 PROVERBS**

**'Tell me, what does this saying mean?'** *Patient is able to reason and think out loud. Only score final response.*

**'Beauty is only skin deep.'**

<input type="checkbox"/> Pleasing/nice appearance is not a good guide/indication of overall worth (OR) <input type="checkbox"/> It's what is inside that counts (OR) <input type="checkbox"/> Can be pleasing on the outside but not on the inside	_/_1
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**'You can lead a horse to water, but you can't make him drink.'**

<input type="checkbox"/> You can give advice/show an opportunity/way to do something/tell someone something (AND) <input type="checkbox"/> But you can't make <b>people</b> act/do it/ act the way that you think they should/it may not be what they want/are stubborn (Answer MUST relate to <i>human</i> behaviour)	_/_2
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\_/\_3



**SCORING INSTRUCTIONS:** Score *READING language* performance. Do not penalise for any visual or perceptual deficits (e.g. hemianopia). If required provide patient with an enlarged version of test items.

<b>Presence of Impairment</b> <input type="checkbox"/> Presence of hemianopia? ( <i>mild / mod / severe</i> ) <input type="checkbox"/> Presence of other visual impairment? _____	<b>Impacting on Test Performance?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
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**13 GIVE STIMULUS SLIDE 2      FUNCTIONAL READING: SUMS**

**'Solve these.'** [Point to the calculations]  
*Patient can reason out loud. Do not score this incorrect as self-correction. Only mark final response. Pen and paper allowed.*

4 + 2 =	6	_/_1
146 - 17 =	129	_/_1    _/_2

**14 KEEP STIMULUS SLIDE 2      READING ALOUD**

[Point to the sentence 'My father had...'] **'Read this aloud.'** *(Score language performance, not other deficits e.g. speech)*

<b>My</b>	<b>father</b>	<b>had</b>	<b>only</b>	<b>one</b>	<b>shoe</b>	_/_1
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*Mark patient's first response. Response must be perfect to achieve score. Score incorrect if any additional/incorrect sounds or words.*

15 GIVE STIMULUS SLIDE 3		FUNCTIONAL READING: MEDICINE LABEL	
<b>'Here is a medicine label.'</b> [Point to LABEL]. <b>'I am going to ask you some questions about it.'</b> [Point to each question and READ ALOUD to patient] <b>'How many tablets per day?'</b>			
NOTE - Questions are provided in BOTH written and verbal form. Patient may use pen/paper and write response OR verbally answer.			
'How many tablets per day?'	<input type="checkbox"/> '3' (or) 'Three'		__/1
'Do you take this tablet on an empty stomach?'	<input type="checkbox"/> No /No, with food		__/1
'It is 3pm in the afternoon. When should the next tablet be taken?'	<b>Any of the following:</b>		__/1
	<input type="checkbox"/> Dinner/tea time/next meal <input type="checkbox"/> In the evening <input type="checkbox"/> Gives appropriate time (e.g. 5, 6, 7 or 8 pm)		__/3

16 GIVE STIMULUS SLIDE 4		HIGH LEVEL SENTENCE COMPREHENSION	
<b>'Read these instructions and answer the questions.'</b> [Point to final Q's DO NOT READ THESE ALOUD to patient]			
'Is someone's aunt their mother's sister or their sister's mother?'	Their mother's sister		__/1
'The best ground produces weeds as well as flowers.'	b. Even with preparation bad things always accompany good things	__/1	__/2

17 GIVE STIMULUS SLIDE 5		WRITTEN PARAGRAPH COMPREHENSION and SELF REPORT	
<b>'Read this story.'</b> [Daylight Robbery]. <b>'I will then ask you some questions about it.'</b> Patient can choose to read silently or aloud. <b>NOW REMOVE THE STORY FROM PATIENT'S SIGHT</b>			
<b>'Did you feel you had any difficulty reading and understanding the words as you read?'</b>			
<input type="checkbox"/> 'YES, some difficulty'	<input type="checkbox"/> NO	<input type="checkbox"/> UNSURE	
<b>If YES, ask: 'Is that difficulty new since your stroke?'</b>			
<input type="checkbox"/> 'YES, it's new' (Specify nature of difficulty):	<input type="checkbox"/> NO, not new	<input type="checkbox"/> UNSURE	
SCORING: Score YES if ANY difficulty is reported, regardless of how minor; Score NO only if there is NO difficulty whatsoever (For example: If a patient reports 'YES' they had difficulty reading, but this is due to their longstanding poor sight. Score 'YES, some difficulty' and then can report 'NO, not new' indicating that this visual deficit is not new since the stroke).			

18 DELAYED RECALL and READING COMPREHENSION	
<b>'Now, tell the EXACT story back to me. Tell me as much as you can remember.'</b> Order does not matter. Tick/circle relevant boxes as patient recalls the story items and then total the overall score.	
SALLY	<input type="checkbox"/> SALLY woman/lady/ girl/she <input type="checkbox"/> OPENED DOOR came home/ walked in/ returned home <input type="checkbox"/> GASPED in astonishment/ shocked/surprised <input type="checkbox"/> THOUGHT SHE HAD BEEN ROBBED/ burgled/items stolen
ROOM	<input type="checkbox"/> LAMP/ light <input type="checkbox"/> PHOTOGRAPHS/ pictures/picture frames <input type="checkbox"/> THINGS FALLEN OFF/ SMASHED/ state of mess <input type="checkbox"/> CURTAINS IN TATTERS/ wrecked/ destroyed/ ruined
BIRD/ CAGE	<input type="checkbox"/> BIRDCAGE/ cage <input type="checkbox"/> KNOCKED FROM STAND/ on floor <input type="checkbox"/> DOOR OPEN <input type="checkbox"/> CHIRPY/ AFRICAN GREY PARROT/ bird <input type="checkbox"/> MISSING/ gone/ stolen
PHONE/ CAT	<input type="checkbox"/> RAN TO PHONE/ went to phone <input type="checkbox"/> CALLED POLICE/ called for help <input type="checkbox"/> FELT/LOOKED DOWN at/ saw/ noticed <input type="checkbox"/> SYLVESTER/ RUSSIAN BLUE/ cat <input type="checkbox"/> RUBBED against her/ legs/ came up
	<input type="checkbox"/> PURRING <input type="checkbox"/> LUMP IN STOMACH/ bulging belly <input type="checkbox"/> HUNG UP PHONE/ put down phone <b>TOTAL: __/21</b>
SCORING: Patient can their use own words to recall points but semantic content must remain fundamentally the same. No additional points for recall of the 'actual' story including inference. Items recalled in different but logical order = still mark correct.	

**19 INFERENCE**

**'Why did Sally put down the phone?' or 'What do you think really happened?'**

Inference	<b>Tick box that semantically matches patient response:</b> <input type="checkbox"/> She realised she hadn't been robbed (or) <input type="checkbox"/> The cat had eaten the bird/ caused the mess (or) <input type="checkbox"/> Patient explicitly said correct response	SCORING: Only one of the points is required to achieve the score. Patient can use own words to indicate understanding of story inference.	___/1
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**Writing**

SCORING: Score WRITTEN LANGUAGE performance not upper limb motor performance. Patients may need to use their non-dominant hand.

**Dominant writing hand:**  Left  Right  
**Presence of hemiparesis impacting on writing ability?**  
 No  Yes (mild / mod / severe)  
**Hand used for writing tasks:**  Left  Right  
 Unaffected dominant  Hemiparetic dominant  Non-dominant  
**Legibility of writing:**  Legible  Partially Legible  Illegible  Unable

**20 GIVE WRITTEN RESPONSE FORM**

**WRITING TO DICTATION**

**'Write down what I say...'**

Write the sentence 'The dog is brown'  <i>Scoring: Response must be written correctly and in correct position e.g. 'The brown is dog' = 2 scores (1 score = 'The', 1 score = 'is')</i>	The (or) the	___/1	___/4
	dog	___/1	
	is	___/1	
	brown	___/1	

**21 KEEP WRITTEN RESPONSE FORM**

**WRITTEN OBJECT NAMING**

**'I am going to point to something. Write down what it's called.'** [Point to your own index finger]  
**'What is this? Write it down.'** If patient verbally replies, say: **'Write it down.'**

Index finger (first finger next to thumb)	finger/index finger/forefinger	___/1
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**22 KEEP WRITTEN RESPONSE FORM**

**WRITTEN GESTURE NAMING**

**'Watch what I am doing, and then write it down.'**

Clapping (clap multiple times)	Clapping /clapping/clapped/clap your hands (clap = incorrect)	___/1
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**23 KEEP WRITTEN RESPONSE FORM**

**SENTENCE CONSTRUCTION**

**'Read the instruction and do what it says.'** [Patient completes task quietly – no further instruction provided. Response must include at least one other word other than stimulus words (e.g. must be an attempt at phrase or sentence response) – if nil other words included = score 0.]

<b>cat scared bed</b>	<input type="checkbox"/> Contains all target words (e.g. 'scare' = incorrect)	___/1	___/6
	<input type="checkbox"/> Makes sense (semantically)	___/1	
	<input type="checkbox"/> Grammatically correct (morphology and syntax)	___/1	
	<input type="checkbox"/> Correct spelling (all words, not just target words)	___/1	
	<input type="checkbox"/> No self-correction evident	___/1	
	<input type="checkbox"/> Contains full stop, capital letter, correct spacing	___/1	
<b>accidentally ran after rain</b>	<input type="checkbox"/> Contains all target words (e.g. 'run' 'rained'=incorrect)	___/1	___/7
	<input type="checkbox"/> In correct order (of target words included)	___/1	
	<input type="checkbox"/> Makes sense (semantically) (note: Accidentally = inadvertently, by mistake, or fluke)	___/1	
	<input type="checkbox"/> Grammatically correct (morphology and syntax)	___/1	
	<input type="checkbox"/> Correct spelling (all words, not just target words)	___/1	
	<input type="checkbox"/> No self-correction evident	___/1	
	<input type="checkbox"/> Contains full stop, capital letter, correct spacing	___/1	
<b>Total</b>		<b>___/13</b>	

SCORING: **Self-correction:** Is the attempt at correction (can be successful or unsuccessful) of language-related mistakes (e.g. fixing letters facing wrong way/ correcting spelling errors) = mark as incorrect. If patient is neatening their response due to poor hand dexterity = do not penalise.  
**Scoring of 'Makes Sense (semantically)'**: correct score = sentences that would have meaning in context of a paragraph (e.g. 'I accidentally ran after the cat in the rain' = correct, as sentence could be part of a paragraph describing why a person was not supposed to run/go in the rain).

**24 SELF REPORT**

**'How did you feel about your ability to make up these sentences and write them down? Do you think you found it harder than you would have before your stroke?'**

'YES' I found them harder now
  'NO'
  'UNSURE'




**Please write the following sentences:**

**Write ONE sentence which contains ALL of these words (in any order):    cat        scared        bed**


**Write ONE sentence which contains ALL of these words in THIS order:    accidentally, ran, after, rain**






**Brisbane Evidence-Based  
Language Test**

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# **Stimulus Forms**

**High Level Test**

[COOKIE THEFT STIMULUS ITEM REQUIRED]

**Solve these:**

$$4 + 2 =$$

$$146 - 17 =$$

**Read this aloud:**

**My father had only one shoe.**


## Read this medicine label:


40 ZENTRASTATIN [Stimalamer] 650

KEEP OUT OF REACH OF CHILDREN

TAKE WITH MEALS  
1 TABLET  
3 TIMES PER DAY  
AVOID ALCOHOL

Dr D. McAllister  
(77) 438900022

 Langham's  
570 Upper Richmond Street, Newstead 4000



- How many tablets per day?
- Do you take the tablet on an empty stomach?
- It is 3pm in the afternoon. When should the next tablet be taken?

**Is someone's aunt their mother's sister or their sister's mother?**

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**Point to the answer that best reflects the meaning of this statement:**

***'The best ground produces weeds as well as flowers.'***

- a. Weeds always grow among the flowers.**
- b. Even with preparation bad things always accompany good things.**
- c. Fertile ground must always be well prepared in order to grow flowers.**

## Daylight Robbery

Sally opened the door to her house and gasped in astonishment. Her lamp and photographs had fallen off the table and lay smashed on the floor. One of the curtains was in tatters and in the corner of the room the birdcage had been knocked from its stand and the cage door was open. There was no sign of Chirpy her gorgeous African grey parrot. She had been robbed!

Shocked, Sally ran to the phone to call the police. Distractedly she felt Sylvester, her Russian Blue rub himself against her legs, purring loudly. She looked down and noticed he seemed to have a large lump in his stomach. Sally put down the phone.